



Course Numbers

- LA219

Intro to TV Broadcast 2018-2019

A 0.5 elective credit. This course provides students instruction and opportunity to continue developing journalistic skills in the medium of television broadcast. Students will experience interviewing, filming b-roll, editing and producing video news, feature, and opinion packages. Students will collaborate on stories with school newspaper and yearbook staff. Students will continue to build on their knowledge of press law that affects them as student journalists and the deadline process in which all publications operate. Students will also continue to build their skillset in news judgment, interviewing, editing, headline/caption writing, and visual storytelling. Students will be held to set deadlines and will work with numerous computer programs that include Adobe Photoshop and Adobe Premiere.

<http://secondaryliteracy.dmschools.org/>
<http://grading.dmschools.org>



Version: Gamma+

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.



The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

| Scale Level Symbols | |
|---------------------|---|
| △ | The targets on this level can be changed |
| □ | Targets on this level can not be changed |
| ⊕ | More targets can be added to this level |
| ⊗ | No targets are written at this level |

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

| Evidence shows the student can... | Topic Score |
|---|-------------|
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and no Level 3 learning targets | 1.5 |
| Demonstrate none of the learning targets from Level 2 or Level 3 | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

Process-Based SRG

Process-Based SRG is defined as an SRG course design where the same scale recurs throughout the course, but the level of complexity of text and intricacy of task increase over time. This course does not have a traditional unit-based design. Instead, students cycle through the same basic topics repeatedly as they progress through the course, with the complexity of the text, analysis, and writing expectations increasing steadily throughout. To account for this, process-based courses consider evidence using a “Sliding Window” approach. When determining the topic score for a grading topic, *the most recent evidence* determines the topic score. Teacher discretion remains a vital part of this determination, but it is hard to overlook evidence from the most recent (and therefore most rigorous) assessments.



Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student’s total product or performance must show to score a 3 on that scale.

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Course Map

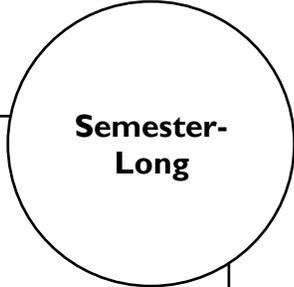
| Grading Topic | Content Standards |
|-----------------------------|---|
| Journalistic Writing | <ul style="list-style-type: none"> • Journalism Education 11 • Writing 2 • Writing 4 • Language 1 |
| Media Literacy | <ul style="list-style-type: none"> • Journalism Education 8 |
| Ethics | <ul style="list-style-type: none"> • Journalism Education 4 |
| Digital Media | <ul style="list-style-type: none"> • Journalism Education 6 |
| Photography | <ul style="list-style-type: none"> • Journalism Education 9 |

Testing Information
NONE

Textbooks
No adopted text at this time

Credit Policy
This course, as an elective, does not count towards the 4.0 required English credits for graduation.

Extended Topics



Organizing Principles

The skills developed and demonstrated through this course persist throughout the course instead of being limited to a specific unit. These topics can be clustered and broken down into units by individual instructors, but the general course design is left open so that different approaches can easily be taken by teachers based on students, texts, and context.

Text Selections

Pending



| Grading Topic: Journalistic Writing | |
|---|---|
| 4  | <i>In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.</i> |
| 3  Learning Goal | <p><i>Students demonstrate they have the ability to:</i></p> <p>A. Apply the principles of fair, balanced, and accurate reporting</p> <p>B. Write for a variety of purposes using journalistic writing styles (news, features, opinions)</p> <p>C. Write using clear, precise language</p> |
| 2  | <p><i>Students demonstrate they have the ability to:</i></p> <p>A. Examine a topic by selecting, organizing, and analyzing relevant content (prewriting, researching, analyzing various perspectives/angles on the topic, etc.)</p> <p>B. Employ facts, definitions, details, quotations, and research and/or interviews</p> <p>C. Establish and maintain a formal style</p> <p>D. Correctly capitalize words in a sentence and punctuate the sentence correctly using commas, semicolons, and colons where needed</p> <p>E. Explain a topic in writing</p> <p>F. Identify the difference between clear and unclear writing</p> |
| 1  | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i> |

Academic Vocabulary
Angles, Journalistic Writing

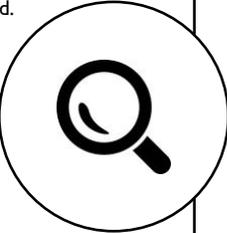
Standard Language: Journalism I I
The JEA suggests an emphasis on Writing Skills in its 11th curricular standard.

Standard Language: CCSS ELA W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection of relevant data, analysis, and argument, and analysis of content.

Standard Language: CCSS ELA W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard Language: CCSS ELA L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Click link at right for additional details on these CC standards.

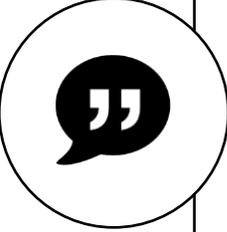


Teacher Clarifications

Have a request for clarification? Submit it to the
Secondary Literacy Curriculum Coordinator

Multiple Opportunities

Have a suggestion for multiple opportunities? Submit it to
the Secondary Literacy Curriculum Coordinator



| Grading Topic: Media Literacy | |
|---|---|
| 4  | <i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Investigation |
| 3  Learning Goal | <i>Students demonstrate they have the ability to:</i> <p>A. Report in a style that answers the who, what, where, when, why, and how question and explains the purpose and audience of the report</p> <p>B. Analyze the theme, images, interviews, setting, major inferences, supporting details, or evidence found in a media story that are used to provide a closing summary</p> |
| 2  | <i>Students demonstrate they have the ability to:</i> <p>A. Identify and describe the information in a media story that answers who, what, where, when, why, and how questions and explains the purpose and audience of the story</p> <p>B. Identify, describe, and connect the theme, images, interviews, setting, major inferences, supporting details, or evidence found in a media story that are used to provide a closing summary</p> |
| 1  | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i> |

Standard Language: Journalism 8
The JEA suggests an emphasis on News Literacy Skills in its 8th curricular standard.



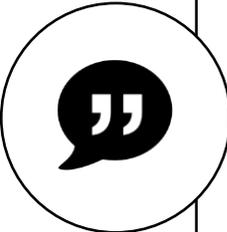
Teacher Clarifications

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Academic Vocabulary
Media Literacy, Purpose, Audience, Theme, Closing Summary

Multiple Opportunities

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| Grading Topic: Ethics | |
|---|---|
| 4  | <i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Investigation |
| 3  Learning Goal | <i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Understand the rights guaranteed by the First Amendment to the U.S. Constitution, the Iowa Student Free Expression Law (Iowa Code Sec. 280.22) and the school district publication policy Understand pertinent court cases related to the student freedom of expression (ex: Tinker, Hazelwood, etc.) Understand a journalist’s responsibility to be fair, balanced, and accurate in reporting and writing |
| 2  | <i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Identify the rights guaranteed by the First Amendment Identify court cases of relevance to a student journalist or a student journalistic publication |
| 1  | <i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i> |

Standard Language: Journalism 4
The JEA suggests an emphasis on Law and Ethics Skills in its 4th curricular standard.



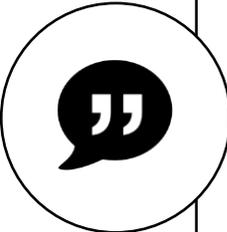
Teacher Clarifications

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Academic Vocabulary
Ethics, Freedom of Expression, Responsibility

Multiple Opportunities

Have a suggestion for multiple opportunities? Submit it to the Secondary Literacy Curriculum Coordinator



| Grading Topic: Digital Media | |
|---|--|
| 4  | <i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making |
| 3  Learning Goal | <i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital media Contribute to project teams to produce original work Plan strategies to guide inquiry Analyze, evaluate, synthesize, and ethically use information from a variety of sources and media |
| 2  | <i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Identify role and responsibilities in project teams Explain components of an effective plan for guiding inquiry Locate and organize information from a variety of sources and media |
| 1  | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i> |

Standard Language: Journalism 6
The JEA suggests an emphasis on Multimedia Broadcast Skills in its 6th curricular standard.



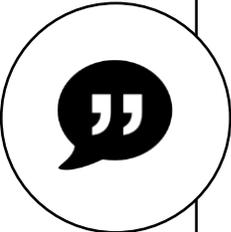
Teacher Clarifications

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Academic Vocabulary
Digital Media, Collaborate, Inquiry, Synthesize

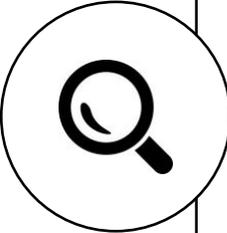
Multiple Opportunities

Have a suggestion for multiple opportunities? Submit it to the Secondary Literacy Curriculum Coordinator



| Grading Topic: Photography | |
|---|---|
| 4  | <i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making |
| 3  Learning Goal | <i>Students demonstrate they have the ability to:</i> <p>A. Apply the rules of composition when shooting or editing photos</p> <p>B. Produce a photo that uses focusing techniques to capture the subject in an environment that is complementary to the assigned content</p> |
| 2  | <i>Students demonstrate they have the ability to:</i> <p>A. Frame a photo according to content</p> <p>B. Capture a photo in which the subject is in focus</p> |
| 1  | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i> |

Standard Language: Journalism 9
The JEA suggests an emphasis on Photojournalism Skills in its 9th curricular standard.



Teacher Clarifications

This topic could equally apply to photographs, video footage, and any other media or multimedia composition with a strong visual component.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator

Academic Vocabulary
Composition, Focus, Complementary

Multiple Opportunities

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